

LAS Provides Flexibility for All Students:

Through design “Up Front”

- Allows assessment by grade span rather than by specific grade levels
- Allows assessment at a time that is instructionally appropriate for both individual students and groups of students
 - within or above grade span for certification set
 - below grade span for formative/instructional set
- Allows for replacement assessments to keep students on the path to certification
- Variety of assessment types provides access to standard administration for students with varied learning styles and strengths
- Performance standards allow for flexibility (low performance level on one task offset by high performance level on another; minimum 62.5% of points of opportunity earned)
- Allows local districts to determine the consequences of not meeting the LAS requirements at grades 4 and 8; certification for graduation required only at 9-12
- Allows local districts to determine the role of the MEA in the LAS
 - PAC recommends no more than 20% and should be used only if it benefits the student
- Students are not limited to 13 years of schooling in order to meet the standards for graduation

Additional Avenues of Participation Available

- A decision-making process allows teams to determine the appropriate avenue for each student by assessment type
- An extensive list of accommodation options for use with LAS assessments is provided along with a step-by-step guide for determining which accommodations are appropriate for which assessments
- A model for the use of alternate assessments is provided.
 - *Note: The model allows for MEA PAAP evidence to be included (in part or in whole) as evidence for the Local Alternate Assessment (LAA).*
- Students do not have to participate in each assessment through the same avenue